

SOCIAL STUDIES ***First Grade***

CULTURE

Culture encompasses similarities and differences among people, including their beliefs, knowledge, changes, values, and tradition. The Student will explore these elements of society to develop an appreciation of and respect for the variety of human cultures.

| Key | Reporting Category | | PLT Activity |
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| I/D | | Recognize that culture is learned behavior that includes customs, beliefs, rules, life ways, language, food, and clothing. | 18 Tale of the Sun p.86 |
| D | | Recognize people learn customs from their culture. | 18 Tale of the Sun p.86 |
| D | | Explain the culture of the family and community. | 20 Environmental Exchange Box p.92 |
| I | | Recognize people use diverse languages to communicate with one another. | |
| I | | Define multiculturalism. | |
| I | | Explain the culture of a place. | 20 Environmental Exchange Box p.92 74 People, Places and Things p.318 |
| D | | Describe the importance of diverse beliefs, customs, and traditions of families. | |
| I | | Understand individual differences in languages, beliefs, and customs that may be unique to one's culture. | |
| I | | Retell stories from diversely selected folktales, myths, and legends. | 18 Tale of the Sun p.86 87 Earth Manners p.378 |

ECONOMICS

Globalization of the economy, the explosion of population growth, technological changes and international competition compels the student to understand, both personally and globally, production, distribution, and consumption of goods and services. The student will examine and analyze economic concepts such as basic needs versus wants, using versus saving money, and policy-making versus decision-making.

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| I | | Recognize that workers who provide services earn money to meet needs and wants. | |
| I | | Recognize that people advertise goods and services through different forms of communication. | |
| I | | Identify how people exchange goods and services. | |
| D | | Describe the requirements of various jobs and the characteristics of a job well performed. | |
| I | | Describe how specialized jobs contribute to the production of goods and services. | |
| D | | Recognize that goods and services are exchanged worldwide. | |
| I | | Give examples of industries and the resources needed to operate industries. | |
| D | | Identify examples of goods and services in the home, school, and community. | 74 People, Places and Things p.318 |
| D | | Distinguish the difference between goods and services. | |
| I | | Differentiate between consumers and producers. | |

GEOGRAPHY

Geography enables the student to see, understand and appreciate the web of relationships between people, places, and environments. The student will use the knowledge, skills, and understanding of concepts within the six essential elements of geography: world in spatial terms, places and regions, physical systems, human systems, environment and society, and the use of geography.

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| I | | Recognize that maps and globes are representations or models of specific places. | |
| D | | Locate their home, neighborhood, and school on a visual representation. | |
| I | | Use map symbols and legends to identify locations and directions. | |
| I | | Interpret symbols that represent various forms of geographic data and use these symbols to identify locations and directions. | |
| I | | Define what cardinal directions are. | |
| I | | Locate places using cardinal directions on maps and globes. | |
| I | | Locate cities, states, countries, continents, and major bodies of water on maps and globes. | |
| D | | Describe the concept of human features as in cities, buildings, farms, roads, and railroads. | |
| D | | Locate and name the places in school and the neighborhood. | |
| I | | Identify the geographic location of the United States and Tennessee on a globe and a map. | |
| D | | Estimate distances such as from home to school. | |
| D | | Explain how land is used for different tasks in the local area. | |
| D | | Define natural resources and explain how people are dependent on them. | 13 We All Need Trees p.65A 21 Adopt A Tree p. 97 30 Three Cheers for Trees p.130 31 Plant a Tree p.132 |
| D | | Compare and contrast natural and artificial features of the earth. | 74 People, Places, Things p.318 |
| I | | Describe what weather is. | |

GOVERNANCE AND CIVICS

Governance establishes structures of power and authority in order to provide order and stability. Civic efficacy requires understanding rights and responsibilities, ethical behavior, and the role of citizens within their community, nation, and world.

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| I | | Recognize the United States Constitution as the basis for the laws in our country. | |
| D | | Categorize rules and laws we follow as members of a family, school, and community. | |
| I | | Explain the purpose of government and give examples of laws that establish order, provide security, and control conflict. | |
| D | | Understand that community governments employ various service workers. | |
| I | | Identify leaders in the community, state, and nation. | |
| I | | Describe the relationship between local, state, and national government. | |
| I | | Define citizenship and responsibility. | |
| D | | Examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class. | |
| D | | Categorize responsibilities that citizens have to their community, state, and country. | |
| M | | Design a set of rules or laws for a home, classroom, or community. | 87 Earth Manners p.378 |
| M | | Recognize family and school rules as compared with those from another culture. | |
| D | | Recite and explain the meaning of the Pledge of Allegiance. | |
| I | | Understand that voting is a way of making choices and decisions. | |
| D | | Explain how selected customs, symbols, and celebrations reflect an American love of individualism and inventiveness. | |
| I | | Explain selected national and state patriotic symbols such as the United States and Tennessee flags. | |

HISTORY

History involves people, events, and issues. The student will evaluate evidence to develop comparative and causal analyses, and to interpret primary sources. He/she will construct sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

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| I | | Recognize some early forms of communication and how communication has changed over time. | |
| I | | Recognize that other countries have a longer history than the United States. | |
| I | | Identify contributions of diverse historical figures that have influenced the community, state, and nation. | |
| D | | Distinguish between the past, present, and future. | 95 Did You Notice? p.414 |
| I | | Recognize major events in American history. | |

INDIVIDUALS, GROUPS, AND INTERACTIONS

Personal development and identity are shaped by factors including culture, groups, and institutions. Central to this development are exploration, identification, and analysis of how individuals and groups work independently and cooperatively.

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| I | | Work independently and cooperatively to accomplish goals. | 31 Plant a Tree p.132 51 Make Your Own Paper p.224 |
| I | | Recognize individuals have responsibilities to the group whether as a leader or as a member. | 31 Plant a Tree p.132 |
| D | | Recognize the importance of individuals and families as part of neighborhoods. | |
| M | | Describe the unique features of one's nuclear and extended families. | |
| I | | Give examples of the tension between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice. | |
| D | | Recognize that cooperation is necessary in working with a group to complete a task. | 31 Plant a Tree p.132 |

SOCIAL STUDIES PROCESS SKILLS

The student will use social studies process standards to acquire information, analyze, problem solve, communicate, and develop a historical awareness.

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| D | | Use picture clues and picture captions to aid comprehension to acquire information. | 13 We All Need Trees p.65A 22 Trees as Habitats p.102 32 Forest of Many Uses p.135A 87 Earth Manners p.378 |
| I | | Discover resources available from museums, historical sites, presidential libraries, and local and state preservation societies to acquire information. | |
| I | | Demonstrate an understanding of the data through written, visual, or oral methods to problem solve. | 32 A Forest of Many Uses p.135 87 Earth Manners p.378 |
| D | | Utilize community resources such as field trips, guest speakers, and museums for historical awareness. | 74 People, Places, Things p.318 |
| I | | Incorporate the use of technological resources for historical awareness. | |